LCSW ORAL EXAMINATION CANDIDATE HANDBOOK

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1. OVERVIEW OF CALIFORNIA'S LICENSING PROGRAM

Description of **Practice**

Section 4996.9 of the California Business and Professions Code defines the practice of clinical social work as:

"... a service in which a special knowledge of social resources, human capabilities, and the part that unconscious motivation plays in determining behavior, is directed at helping people to achieve more adequate, satisfying, and productive social adjustments. The application of social work principles and methods includes, but is not restricted to, counseling and using applied psychotherapy of monmedical nature with individuals, families, or groups; providing information and referral services; providing or arranging for the provision of social services; explaining or interpreting the psychosocial aspects in the situations of individuals, families, or groups; helping communities to organize, to provide or to improve social or health services; or doing research related to social work."

Intent of the License

A licensed clinical social worker (LCSW) may deliver direct clinical social work services as an independent practitioner. An independent practitioner is defined as a person who has sufficient academic training and experience to practice without supervision.

The Examination Program

The Board of Behavioral Sciences' (Board's) examinations are developed with assistance from the Department of Consumer Affairs' Office of Examination Resources. Its staff consists of test validation and development specialists who are trained to develop and analyze occupational licensing examinations.

For an examination to be valid, its development must involve LCSWs currently in the profession. The Board requires those who assist with examination development, known as Subject Matter Experts (SMEs), to possess a license which is current and not under suspension or probation. SMEs are required to practice as an LCSW for minimum of 20 hours per week, which includes training, supervision, education, or clinical experience, and a minimum of 10 hours per week hours of face-to-face counseling.

Occupational Analysis

Examination development begins with an occupational analysis, which was most recently completed for LCSWs in 1998. The purpose of the occupational analysis was to define current LCSW practice. This information forms the basis for the licensing examinations.

The occupational analysis began with interviews of LCSWs to obtain information about the tasks that are performed in independent practice, and the types of knowledge required to perform those tasks. LCSWs were interviewed throughout the state of California, and were selected on the basis of geographical location, length of practice, and diversity.

Workshops were conducted with SMEs to review the task and knowledge statements obtained from the interviews. The task and knowledge statements were then incorporated into a survey. The survey asked LCSWs to rate each task and knowledge statement as it applied to their own practice. The ratings pertained to the frequency and importance of each task.

The survey was mailed to over 2,100 LCSWs throughout California. A workshop was conducted to review the results of the survey data and to determine the content of the new examination outline. Workshop participants then determined whether the outline contained tasks and/or knowledge areas that could not be adequately tested in a written examination format. These task statements and knowledge areas formed the oral examination outline, presented in Chapter 7 of this handbook.

Oral Examination Development

Based on the results of the 1998 occupational analysis, the oral examination was redeveloped. This process consisted of workshops with LCSWs to determine content areas and to create new standardized questions, rating scales, behavioral anchors, and vignettes.

Oral Examiners

Candidates are tested and rated by LCSWs in order for the oral examination to be valid. The Board requires LCSW oral examiners to possess a license for three years which is current and not under suspension or probation. Oral Examiners are also required to practice as an LCSW for a minimum of 20 hours per week which includes training, supervision, education, or clinical experience, and a minimum of 10 hours per week of face-to-face counseling.

After an LCSW applies to become an oral examiner, the above requirements are verified and the LCSW is interviewed by a lead oral examiner.

If the LCSW is selected, he or she is required to attend an 8-hour

Chapter 1: Overview of California's Licensing Program

training session prior to serving as an oral examiner. Returning oral examiners are required to attend a 4-hour training session prior to each set of oral examination dates. There are two sets of oral examination dates scheduled per year.

Oral examiners are trained to present a pleasant, business-like demeanor to candidates. Oral examiner performance is closely monitored by the Board through lead oral examiners who review information at the examination site and through other oral examination review processes. The Board also obtains information about examiner performance through statistical analyses of examiner reliability, and through an anonymous candidate questionnaire. In September 1997, 620 candidates were examined. Of the 596 candidates who completed the questionnaire, 99% said their examiners acted professionally.

Lead Oral Examiners

Lead oral examiners assist the Board in hiring and training oral examiners, and monitoring their performance. Lead oral examiners are LCSWs who are hired based on their history as an oral examiner and their ability to supervise, monitor, and train others.

2. PURPOSE OF THE ORAL EXAMINATION

State Mandate

State licensing boards are mandated to protect the public by developing licensing examinations which test for entry-level competency for those who wish to provide independent professional services to the consumer. These examinations require candidates to demonstrate that they possess the minimum skills and abilities that are necessary to perform safely and effectively in independent practice, without supervision.

Purpose of Oral Examinations

The purpose of an oral examination is to assess job-related knowledge and skills that cannot be assessed in any other format. Oral examinations are a necessary requirement for professions that require practitioners to interact verbally with clients, assess a problem in real time (for which additional research or consultation is not usually available), and solve problems that pose an immediate threat to the safety or welfare of the public.

Purpose of the LCSW Oral Examination

The purpose of the LCSW oral examination is to permit observation and evaluation of a candidate's ability to provide safe and effective clinical social work services to the consumer. The nature of independent practice requires that an individual be able to demonstrate the ability to maintain boundaries, and the ability to integrate and apply knowledge, interactive skills, and values to diverse clinical situations. These are skills that are not effectively tested in a written examination.

3. PREPARING FOR THE ORAL EXAMINATION

How to Use This Handbook

This handbook is designed to give candidates the opportunity to fully understand the oral examination process and know what to expect during the oral examination. This handbook contains a study guide which presents the oral examination outline, a summary of the questions that will be asked in each content area, the standardized rating scales and behavioral anchors, a sample vignette, and "pointers" for candidates. This information has been presented in a format that is designed to enable the candidate to effectively prepare for the oral examination.

Suggestions for Candidates

The oral examination questions were designed to be as direct as possible, and there are no "hidden" meanings to any of them. A summary of the oral examination questions is provided in Chapter 7 of this handbook.

Examination coaching is not necessary in order to be successful in the oral examination, and coaching is not a substitute for education and experience. However, coaching may be useful for overcoming test anxiety.

Candidates are encouraged to use their clinical experience and to trust their clinical judgment as a basis for answering the oral examination questions, rather than relying on memorized lists of information.

4. ORAL EXAMINATION OUTLINE

Content Areas

The oral examination is structured into the eightontent areas listed below. Each content area is equally weighted in the oral examination.

CONTENT AREAS

- I. Assessment
- II. Human Diversity
- III. Diagnostic Formulation
- IV. Treatment Plan
- V. Resource Coordination
- VI. Clinical Interventions
- VII. Ethical Responsibilities
- VIII. Legal Obligations

Basis of the Oral Examination Outline The *oral examination outling* presented in Chapter 7 of this handbook, is based on the results of the occupational analysis. The outline gives a definition and description of each content area, a summary of the questions that will be asked of candidates in each content area, and the tasks and types of knowledge that may be tested in each content area. These tasks and knowledge areas are those that were determined by the profession that newly licensed practitioners are expected to perform.

Task Statements and Knowledge Areas

The task and knowledge statements listed in each content area form the basis of the oral examination. Subject matter experts determined the placement of each of the statements into the content areas.

The task and knowledge statements in the oral examination outline are a result of the occupational analysis. In the occupational analysis, a particular task or knowledge statement had to be rated important by survey participants to be included in either the written or oral examination outline. The oral examination outline only consists of those task and knowledge statements that were unable to be tested in any format other than an oral examination.

Not all task statements or knowledge areas listed in the oral examination outline will be tested in every candidate's oral examination. The tasks and types of knowledge tested will depend on the randomly assigned oral examination vignette. Candidates should be prepared to address any of the tasks or knowledge areas listed in the outline. However, candidates are only expected to address those that pertain to the assigned vignette.

5. OVERVIEW OF THE ORAL EXAMINATION

Overall Structure

The structure of the oral examination is standardized to permit examiners to assess a candidate's knowledge and experience in an unbiased and objective way. All candidates are given the opportunity to apply integrated professional knowledge and skills to the diverse clinical situations presented in the oral examination vignettes. The candidate's responses to the standardized questions are evaluated with a clearly defined set of standardized rating scales and behavioral anchors presented in Chapter 7 of this handbook.

Basis of the Examination

Oral examination vignettes are designed to emphasize particular therapeutic issues, and toelicit demonstration of a candidate's ability to integrate and apply professional knowledge, interactive skills, and values to diverse clinical situations. The vignette allows candidates to demonstrate clinical skills as an independent practitioner would.

The integration and application of knowledge of clinical social work practice with interactive skills and values does not subscribe to any single theory. Candidates are, however, expected to apply a model consistent with the clinical issues presented in the oral examination vignette.

Standardized Examination Protocol

There are specific standardized questions for each of the eight content areas in the oral examination outline. Each candidate is given the same opportunity to read a vignette and respond to the standardized questions. All candidates are assessed under equal and fair conditions.

All candidates are asked the same set of questions and are evaluated based on responses to the questions in each content area.

The standardized questions were developed based on the oral examination outline, and are designed to consistently and reliably assess a candidate's ability to function as an independent practitioner.

6. EVALUATION SYSTEM

Standardized Evaluation System

A standardized system for evaluating a candidate's responses to standardized examination questions ensures that all candidates are evaluated under similar conditions. This system provides a structure which enables examiners to assign consistent ratings based on a candidate's individual performance.

All candidates are independently rated by the examiners. Examiners are specifically instructed not to discuss the performance of any candidate with anyone, including fellow examiners.

Each content area in the oral examination outline has its own set of behaviorally anchored rating scales. A candidate is rated in terms of observable behaviors that an examiner can readily identify and, therefore, reliably rate. Instead of determining whether a candidate passes or fails a question, an examiner determines which of the following ratings describes the candidate's performance in each content area. Descriptions and point values for each content area are presented on the following pages.

DESCRIPTION OF RATINGS

_	I _	_
POINTS	RATING	DESCRIPTION
5	EXCEPTIONAL	subtle, integrated, complex, sophisticated, comprehensive, insightful, creative
4	SKILLED	complete, inclusive, thorough, in-depth, confident
3	SUFFICIENT	consistent, relevant, basic, sound, realistic, accurate, appropriate, essential
2	DEFICIENT	vague, superficial, incomplete, irrelevant, jargon
1	Unqualified	confused, omissive, incorrect, lacking skill, inexperience, insufficient, erroneous, contrary
0	VERY UNQUALIFIED	harmful, dangerous to client, discredit to profession, unprofessional

Scoring

The candidate's score in each content area is the average of the points assigned by each examiner for that content area. For example, if the candidate receives a rating of Skilled (4 points) from examiner one and Deficient (2 points) from examiner two, the average number of points for that content area is 3 points. In other words, (4+2=6)+2=3.

A candidate's final score for the oral examination is the average of the total points assigned by each examiner. A candidate can earn a maximum of 40 points in the oral examination. The points are weighted equally into seven content areas as shown below.

MAXIMUM TOTAL SCORE:	40 POINTS
VIII. Legal Obligations	5 points
VII. Ethical Responsibilities	5 points
VI. Clinical Interventions	5 points
V. Resource Coordination	5 points
IV. Treatment Plan	5 points
III. Diagnostic Formulation	5 points
II. Human Diversity	5 points
I. Assessment	5 points
POINTS WEIGHTED BY CON	NTENT AREA

Passing Score

To obtain a passing score of 24 points, or 60%, a candidate must earn an average rating of Sufficient, or 3 points, in each content area. Note that a candidate may compensate for a low score in one area with a high score in another area.

The passing score of 24 points may be lowered by the standard error of measurement that is calculated for each oral examination cycle. The standard error of measurement is based on the overall reliability of the examination. Therefore, there may be a slight variation in the passing score from one examination cycle to another, but a score of 24 is always sufficient to pass.

7. ORAL EXAMINATION STUDY GUIDE

What to Study

The information presented in this chapter consists of:

- The oral examination outline, discussed in detail in Chapter 4;
- A summary of the standardized questions in each content area;
- The behavioral anchors used in the evaluation system for each content area, discussed in detail in Chapter 6;
- A sample vignette; and,
- "Pointers" regarding the vignette, standardized questions, and candidate responses.

Candidates are encouraged to use this information as a study guide for the LCSW oral examination.

Oral Examination "Pointers" for Candidates

Keep the following points in mind during your examination:

- You will be asked to read the vignette aloud and will then have SEVEN minutes for review and note-taking.
- Your examiners may ask you to reread the vignette aloud if they believe you misread the vignette.
- You will be asked the same set of standardized questions as the other candidates.
- You will have approximately 30 minutes to answer the set of standardized questions. Use your time wisely.
- Examiners may take extensive notes during the examination.
- Because each oral examination question is different, it is not necessary to spend the same amount of time answering each question.

- Your response to each standardized question should directly address the content of the question as it relates to the vignette.
- It is important to keep your answers brief, vignette-specific, and directly related to the question asked. In order to maintain the examination's standardized time frame, one of the examiners may say "thank you" to indicate the need to move on to the next question.
- All candidates will be asked all of the standardized questions in the same order, even if an answer has been previously provided by the candidate. One of the examiners may tell you, "You may have touched upon this area before..." prior to asking a question order to maintain a standardized examination. If this occurs, you are expected to repeat and possibly expand upon your previous answer.
- Candidates will receive credit for correct answers whether mentioned in response to a question in the pertinent content area or not. For example, if a candidate forgets to mention something in response to one of the questions, but remembers later while answering a different question, the candidate will be credited for that information under the pertinent content area.
- In accordance with standardized examination protocol, the examiners **may not** rephrase a standardized question, but may repeat it.
- Candidates are to refrain from mentioning any personal information to their examiners.

Sample Vignette

Vignettes are randomly assigned to each candidat The following sample vignette, similar to those used in the oral examination, demonstrates the style, approximate length, content, and structure of a vignette. The vignette assigned at the examination site will be printed in large type, 24 point font.

SAMPLE VIGNETTE

Linda, a 53-year-old married Caucasian woman, was referred by her physician. She was diagnosed with breast cancer and had a mastectomy three months ago She is currently receiving chemotherapy. She states that she is attending a support group for breast cancer patients but does not find it beneficial. She also states that her husband is helpful and takes her to medical appointments, but she cannot talk to him about "important issues." Their 22-year-old son is currently traveling in Europe. She says, "I don't know what my husband has told our son about this." At times, she feels that there is "nothing to live for." She does not want her husband to know how hopeless she feels.

LCSW Oral
Examination
Outline and
Summaries of
Standardized
Questions and
Behavioral
Anchors

The full LCSW oral examination outline, summaries of standardized questions, and the behavioral anchors used in the evaluation system are presented on the following pages.

The summaries of standardized questions are provided **examples** of what candidates should expect in the oral examination.

LCSW Oral Examination Outlin Content Area I

ASSESSMENT

DESCRIPTION

This area assesses the candidate's ability to gather biological, psychological, and social information to develop a comprehensive view of the person-in-situation.



DEFINITION

The candidate identifies the biological, psychological, and social factors; assesses and evaluates risk factors and client functioning; and integrates the biological, psychological, and social factors.

*Task and knowledge statements derived from the occupational analysis:

TASKS KNOWLEDGE OF: Gather information regarding client's level of emotional distress to determine impact on the person in the situation. Gather information regarding social history to Behavioral and psychological indicators of emotional distress in assessing client's psychosocial functioning. The relationship between social support and adaptive functioning. The interrelationship between client's behavior in social environments

different life settings.
Assess client's coping mechanisms by identifying patterns of reactions and responses to life stressors.

determine how patterns of behavior manifest in

- ♦ Identify psychiatric and physical symptom or characteristics to determine need for medical referral
- ♦ Assess for suicidal potential by evaluating client's intent, means, and history to determine need for immediate intervention.
- Evaluate level of danger client presents to others to determine need for immediate intervention.
- Evaluate self-destructive and/or self-injurious behavior to determine need for immediate intervention.
- Evaluate client for grave disability to determine need for immediate intervention.

- ♦ The interrelationship between client's behavior in social environments and behavior in other areas of client's life.
- The use of collateral sources to obtain relevant clinical information.
- ♦ Physiological indicators of psychological distress in assessing client's adaptive functioning.
- ♦ The relationship between medical conditions and psychosocial functioning.
- Methods for assessing adaptive and maladaptive coping mechanisms in dealing with life stressors.
- Risk factors that indicate high potential for suicide within age, gender, and cultural groups.
- ♦ Techniques for providing suicide interventions in emergency situations.
- A Risk factors that indicate client's potential for causing harm to others.
- Physical and psychological indications of self-destructive and/or selfinjurious behavior.
- ♦ Intervention strategies to reduce incidence of self-destructive/self-injurious behavior.
- ♦ Legal criteria for assessing grave disability of client to establish need for food, shelter, or clothing.

*Not all tasks or knowledge areas will be tested in every candidate's oral examination. The areas teste will depend on the issues presented in the assigned vignette.

SUMMARY OF STANDARDIZED QUESTIONS

The candidate will be asked to discuss the biological, psychological, social, and risk factors in the vignette, and how they interact.

I. ASSESSMENT

RATING	DESCRIPTION OF CANDIDATE'S RESPONSE	POINTS
EXCEPTIONAL	 Integrates a comprehensive view of the person-in-situation including biological, psychological, social, and risk factors Recognizes subtle interactions between biological, psychological, social, and risk factors 	5
SKILLED	 Integrates a view of the person-in-situation including biological, psychological, social and risk factors Presents an in-depth view of the interaction between the biological, psychological, social, and risk factors 	4
SUFFICIENT	 Identifies relevant biological, psychological, social and risk factor in the case Specifies interactions between biological, psychological, social arrisk factors in the case 	3
DEFICIENT	 Presents an incomplete view of biological, psychological, social or risk factors in the case Presents an incomplete view of relationships between biological, psychological, social or risk factors 	2
UNQUALIFIED	 Misidentifies biological, psychological, social or risk factors in the case Excludes some biological, psychological, social and risk factors be overemphasizing a single aspect 	1
VERY UNQUALIFIED	 Presents potentially harmful or dangerous interpretations of biological, psychological, social, or risk factors Ignores risk factors Demonstrates a biased and/or prejudiced view of the person-insituation 	0

LCSW Oral Examination Outline Content Area II

HUMAN DIVERSITY

DESCRIPTION

This area assesses the candidate's ability to consider the impact of diversity on therapy.



DEFINITION

The candidate gathers information regarding the client's life experiences such as race, ethnicity, culture, country of origin, age, gender, religion, sexual orientation, marital status, disability, and other issues of diversity. The candidate evaluates how relevant diversity issues influence the therapeutic process.

*Task and knowledge statements derived from the occupational analysis:

TASKS KNOWLEDGE OF:

- ◆ Gather information regarding client's experience of lifestressors within context of client's race, culture, country of origin, age, gender, religion, sexual orientation, marital status and level of ability. ◊
- ◆ Identify cultural help-seeking behaviors to understand ways by which client presents with psychological or physical problems.
- ◆ Identify nature of parent-child relationships by evaluating family structure within client's cultural identity.
- ◆ Identify differences in multigenerational acculturation to determine source of value conflicts between family members.
- ◆ Implement therapeutic techniques congruent with client's racial, cultural, country of origin, gender, sexual orientation, marital status or level of ability to provide responsive treatment.

- ♦ Transitional crises created by immigration and acculturation.
- The effects of racism and discrimination on development of self-concept.
- ♦ The effect of gender role expectations and stereotypes on the individual over the life span.
- ♦ The effect of culture, ethnicity, and socialization on development of role identification and expectations.
- The impact of cultural factors on ways client seeks assistance for psychosocial problems.
- The effect of language differences on the therapeutic process.
- ♦ The benefits of the use of community support systems and resources available to different cultural groups.
- ♦ The impact of cultural views regarding family structure and values.
- ♦ The effect of differences in multigenerational acculturation on family structure and values.
- ♦ Techniques for establishing a therapeutic framework with diverse populations.

*Not all tasks or knowledge areas will be tested in every candidate's oral examination. The areas teste will depend on the issues presented in the assigned vignette.

SUMMARY OF STANDARDIZED QUESTIONS

The candidate will be asked how human diversity issues affect the case presented in the vignette.

II. HUMAN DIVERSITY

RATING	DESCRIPTION OF CANDIDATE'S RESPONSE	POINTS
EXCEPTIONAL	 Integrates human diversity issues in relation to biological, psychological, social, and risk factors Recognizes the subtle interplay of human diversity issues within the therapeutic relationship 	5
SKILLED	 Presents a thorough description of human diversity issues Presents an in-depth discussion of the impact of human diversity issues on treatment 	y 4
SUFFICIENT	 Identifies relevant human diversity issues in the case Assesses the impact of human diversity on therapy 	3
DEFICIENT	 Minimizes human diversity issues in the case Presents a superficial discussion of effects of human diversity issues on therapy 	2
UNQUALIFIED	 Excludes some aspects of human diversity by overemphasizing single aspect Lacks awareness of how human diversity issues impact the therapeutic process 	a 1
VERY UNQUALIFIED	 Demonstrates insensitivity, bias or prejudice Disregards human diversity issues 	0

LCSW Oral Examination Outline Content Area III

DIAGNOSTIC FORMULATION

DESCRIPTION

This area assesses the candidate's ability to identify and prioritize assessment information and consider differential diagnoses.



DEFINITION

The candidate integrates assessment information, defines the problem, arrives at a clinical understanding, and identifies the specific information and methods necessary to formulate a diagnosis.

*Task and knowledge statements derived from the occupational analysis:

TASKS KNOWLEDGE OF:

- Integrate assessment information to determine depth and breadth of impairment in adaptive functioning.
- Integrate assessment information regarding client's symptoms and functioning to consider differential diagnoses.
- Develop a problem statement by evaluating problems, behaviors, and tressors to clarify the focal point of treatment.
- Develop a clinical diagnosis or problem formulation to provide basis for interventions.

- ♦ Methods for integrating assessment information to identify areas and level of impairment in client's functioning.
- The relationship between onset of signs and symptoms and duration of the problem.
- ♦ The defining characteristics of symptoms that indicate provisional diagnosis(s).
- ♦ Methods for prioritizing symptoms to determine target areas for improving functioning.
- ♦ Methods for differentiating between disorders that share common symptoms.
- The clinical process of developing a diagnosis or problem description to clarify therapeutic issues.

*Not all tasks or knowledge areas will be tested in every candidate's oral examination. The areas teste will depend on the issues presented in the assigned vignette.

SUMMARY OF STANDARDIZED QUESTIONS

The candidate will be asked about the information and methods the candidate would use to develop a diagnostic formulation, and to discuss differential diagnoses based on the information in the vignette.

III. DIAGNOSTIC FORMULATION

RATING	DESCRIPTION OF CANDIDATE'S RESPONSE	POINTS
EXCEPTIONAL	 Integrates assessment information in a comprehensive manner to arrive at diagnostic formulation Considers complex clinical elements to develop diagnostic formulation Considers comprehensive differential diagnoses and discusses subtle diagnostic criteria 	5
SKILLED	 Develops a complete diagnostic formulation based on biopsychosocial information Demonstrates an in-depth knowledge of diagnostic criteria Considers a range of relevant differential diagnoses 	4
SUFFICIENT	 Uses assessment methods and information to arrive at a relevant diagnostic formulation Demonstrates a sound knowledge of diagnostic criteria Considers relevant differential diagnoses 	3
DEFICIENT	 Presents diagnostic formulation without sufficient rationale Presents an incomplete diagnostic formulation Presents an incomplete differential diagnoses 	2
UNQUALIFIED	 Misapplies assessment methods and information to arrive at diagnostic formulation Presents erroneous differential diagnoses Omits diagnostic formulation 	1
VERY UNQUALIFIED	 Presents diagnostic formulation that could endanger client or others Presents differential diagnoses that could endanger client or others 	0

LCSW Oral Examination Outlin@ontent Area IV

TREATMENT PLAN

DESCRIPTION

This area assesses the candidate's ability to formulate a treatment plan based on the assessment and diagnostic formulation.



DEFINITION

The candidate develops a treatment plan that includes a definition of the problem, mutually agreed upon goals and objectives, and treatment modalities relevant to phases of therapy.

*Task and knowledge statements derived from the occupational analysis:

TASKS KNOWLEDGE OF: Utilize assessment and diagnostic The components of a treatment or service plan for each phase of information to formulate the therapeutic process. intervention plan that addresses the Methods for determining the timing of interventions according to problem areas(s). phase of therapy. • Prioritize needs and services client Techniques for determining compatibility of treatment modalities should receive to develop a course with specific problems or disorders. for intervention in addressing issues. ◊ Methods for determining service priorities by evaluating level of ♦ Develop mutually agreed upon impairment in areas of client functioning. treatment goals based on Client characteristics that effect client adaptation in different assessment and diagnostic therapeutic modalities or treatment settings. information. Strategies for determining therapeutic goals to direct treatment. • Develop concrete objectives to Methods for developing short and long term treatment objectives facilitate goals. to address therapeutic problems. Methods for determining length of therapy based on diagnosis and client's goals for treatment.

*Not all tasks or knowledge areas will be tested in every candidate's oral examination. The areas teste will depend on the issues presented in the assigned vignette.

SUMMARY OF STANDARDIZED QUESTIONS

The candidate will be asked to formulate a treatment plan appropriate for the case presented in the vignette.

IV. TREATMENT PLAN

RATING	DESCRIPTION OF CANDIDATE'S RESPONSE	POINTS
EXCEPTIONAL	 Integrates assessment information and client's perspective to formulate a comprehensive treatment plan Identifies a comprehensive range of treatment modalities and justifies choices Presents a comprehensive integration of short- and long-term goals and how to accomplish them 	5
SKILLED	 Develops a treatment plan that covers a range of strategies and interventions Demonstrates a thorough understanding of the relationship between client's perspective and treatment plan Relates short- and long-term goals to the case 	4
SUFFICIENT	 Formulates a basic treatment plan addressing assessment and diagnostic formulation Considers client's perspective in treatment plan Identifies short- and long-term goals 	3
DEFICIENT	 Presents an inconsistent, incomplete treatment plan Disregards client's perspective in treatment plan Identifies short- and long-term goals inconsistent with the diagnostic formulation 	2
UNQUALIFIED	 Presents a treatment plan that is not supported by the case Omits client's perspective in treatment plan Omits short- and long-term goals 	1
VERY UNQUALIFIED	 Presents treatment plan that could endanger client or others Presents short- and long-term goals that could endanger client or others 	0

LCSW Oral Examination Outline Content Area VI

RESOURCE COORDINATION

DESCRIPTION

This area assesses the candidate's ability to determine the client's needs and coordinate community resources and support services.



DEFINITION

The candidate collaborates with others to coordinate resources, advocates for the client, and empowers the client to promote self-determination and self-reliance.

*Task and knowledge statements derived from the occupational analysis:

TASKS KNOWLEDGE OF: ♦ Coordinate linkages with support systems to Techniques to re-engagenoncompliant client in assist clients with disabling condition to treatment. improve social functioning. The relationship between different levels of care and • Assist planning team in the development of an

needs. ♦ Advocate for protective placement to assist

client to escape dangerous environment.

- ♦ Demonstrate methods client can use to advocate for self to increase self-reliance.
- ◆ Collaborate with other professionals as part of ♦ an interdisciplinary team by providing psychosocial information related to client's needs.
- the selection of specialized mental health resources. individual treatment plan for clients with special Methods for assessing activities of daily living to determine client's ability to provide self care.
 - The components of individual treatment plans to provide for clients with special needs.
 - The concept of advocacy in acting in a professional capacity to link client with needed resources.
 - Methods for demonstrating self-advocacy techniques to client.
 - The dynamics of working across disciplines in developing comprehensive and integrated treatment.

SUMMARY OF STANDARDIZED QUESTIONS

The candidate will be asked to identify relevant resources and how to coordinate these resources for the case presented in the vignette.

^{*}Not all tasks or knowledge areas will be tested in every candidate's oral examination. The areas teste will depend on the issues presented in the assigned vignette.

V. RESOURCE COORDINATION

RATING	DESCRIPTION OF CANDIDATE'S RESPONSE	POINTS
EXCEPTIONAL	 Develops a comprehensive linkage plan based on assessment an treatment plan Empowers client to use community resources Advocates and coordinates a comprehensive range of resources based on client's needs and abilities 	d 5
SKILLED	 Demonstrates a thorough use of community resources Facilitates client's use of community resources Advocates and coordinates a range of resources based on client' needs and abilities 	4
SUFFICIENT	 Coordinates relevant community resources Identifies relevant resources for client Coordinates basic resources based on client's needs 	3
DEFICIENT	 Demonstrates an incomplete knowledge of community resources Selects referrals that are not relevant to case Minimizes client's input in utilizing resources 	2
UNQUALIFIED	 Utilizes inappropriate resources Ignores coordination of resources Ignores client's input in utilizing resources 	1
VERY UNQUALIFIED	 Utilizes resources that might harm client or others Undermines client's self determination 	0

LCSW Oral Examination Outline Content Area V

CLINICAL INTERVENTIONS

DESCRIPTION

This area assesses the candidate's ability to use clinical interventions to achieve therapeutic change.



DEFINITION

The candidate establishes a therapeutic alliance and differentially applies a range of therapeutic interventions based on on-going assessment of the client.

*Task and knowledge statements derived from the occupational analysis:

TASKS KNOWLEDGE OF:

- Develop a stabilization plan with client in crisis to prevent further decompensation.
- Provide counseling to survivor of abuse to deal with impact of experience on client's life
- Implement counseling techniques with client to deal with issues or emotions underlying aggressive behavior.
- Develop conflict management skills clients can implement to reach suitable resolutions in disputes.
- Identify family structure to clarify roles and boundaries of the family unit.
- Mediate conflict regarding parenting styles to effect consistency in child's environment.
- Select age appropriate interventions to facilitate child's understanding of the problem.
- Establish therapeutic alliance to assist client engagement in therapy.

- Crisis intervention techniques to provide immediate assistance to traumatized client.
- Counseling techniques to assist client in crisis to regain emotional balance.
- ♦ Methods for assessing maladaptive functioning in interpersonal relationships.
- ♦ Counseling techniques to assist survivor of assault to work through feelings associated with the experience.
- ♦ Therapeutic techniques to decrease violent or aggressive behavior.
- ♦ Techniques for teaching conflict resolution and problem-solving skills with clients.
- ♦ Techniques to assist client to develop individual roles and identities within the couple relationship.
- ♦ Techniques to identify and clarify roles and expectations in blended family structures.
- ♦ The effect of conflicting or inconsistent parenting styles on child's level of functioning.
- ♦ The relationship between level of functioning and normative developmental stages of childhood.
- ♦ Age-appropriate therapeutic techniques for eliciting and dealing with issues with children.
- ♦ Techniques to convey interest, concern, and mutuality within therapeutic context.
- ♦ Techniques to promote client engagement in therapeutic process.

*Not all tasks or knowledge areas will be tested in every candidate's oral examination. The areas teste will depend on the issues presented in the assigned vignette.

SUMMARY OF STANDARDIZED QUESTIONS

The candidate will be asked to identify relevant interventions for the case presented in the vignette, and how those interventions impact the therapeutic relationship.

VI. CLINICAL INTERVENTIONS

RATING	DESCRIPTION OF CANDIDATE'S RESPONSE	POINTS
EXCEPTIONAL	 Demonstrates a comprehensive use of therapeutic intervention based on assessment and treatment plan Addresses dynamics of therapeutic relationship in a sophisticated manner Demonstrates sensitivity to the timing of interventions 	5 5
SKILLED	 Applies a range of therapeutic approaches, interventions, and techniques based on assessment and treatment plan Demonstrates an in-depth knowledge of client's capacity or ability to engage in the therapeutic process Monitors and responds to client's reactions with changes in interventions 	4
SUFFICIENT	 Presents sound clinical interventions based on assessment, diagnosis, and treatment plan Recognizes the impact of interventions on the therapeutic relationship 	3
DEFICIENT	 Applies therapeutic approaches, interventions, or techniques that are not related to treatment plan Minimizes importance of factors influencing client's capacity engage in the therapeutic process Discounts client's responses to interventions 	2
UNQUALIFIED	 Applies interventions incorrectly Ignores the impact of interventions on the therapeutic relationship Disregards factors influencing client's capacity to engage in the therapeutic process 	1
VERY UNQUALIFIED	Selects therapeutic approaches, interventions and techniques that could cause harm to client or others	0

LCSW Oral Examination Outline Content Area VII

ETHICAL RESPONSIBILITIES

DESCRIPTION

This area assesses the candidate's ability to recognize and apply ethical standards to clinical practice.



DEFINITION

The candidate applies knowledge of ethical responsibilities including conflict of interest, boundaries, dual relationships, and scope of competence. The candidate recognizes personal issues that may interfere with the therapeutic process and when to obtain consultation from other professionals.

*Task and knowledge statements derived from the occupational analysis:

TASKS KNOWLEDGE OF: ♦ Identify personal issues that interfere with provision ◊ Limitations of professional experience, of therapy that require consultation with or referral education, and training to determine issues to other professionals. outside therapeutic competence. ♦ Identify dual/personal relationship issues that impactô Therapist issues and conflicts that interfere with the therapeutic relationship. the therapeutic process. ◆ Implement policies and therapeutic procedures that ◊ Business, personal, professional, and social enhance client's self-determination by providing relationships that create a conflict of interest within the therapeutic relationship. services regardless of client's race, culture, country of origin, gender, age, religion, socioeconomic Criteria for determining competency to practice status, marital status, sexual orientation or level of Ethical standards for providing services ability. regardless of client cultural and social diversity. ◆ Provide client with information regarding extent and◊ Ethical responsibility to provide client with nature of services available to facilitate client's information regarding therapeutic process and ability to make educated decisions regarding services. treatment.

*Not all tasks or knowledge areas will be tested in every candidate's oral examination. The areas teste will depend on the issues presented in the assigned vignette.

SUMMARY OF STANDARDIZED QUESTIONS

The candidate will be asked to discuss personal issues that could interfere with treatment of the case, and ethical responsibilities relevant to the case presented in the vignette.

VII. ETHICAL RESPONSIBILITIES

RATING	DESCRIPTION OF CANDIDATE'S RESPONSE	POINTS
EXCEPTIONAL	 Manages complex ethical responsibilities Demonstrates a sophisticated understanding of the effect of personal issues on the therapeutic relationship 	5
SKILLED	 Presents a thorough understanding and management of ethical responsibilities Demonstrates a thorough knowledge of the impact of personal issues on the therapeutic relationship 	4
SUFFICIENT	 Manages ethical responsibilities Demonstrates an awareness of the impact of personal issues on the therapeutic relationship 	3
DEFICIENT	 Demonstrates a superficial understanding of ethical responsibilities Minimizes the impact of personal issues 	2
UNQUALIFIED	 Identifies inappropriate ethical responsibilities Omits discussion of personal issues related to the case 	1
VERY UNQUALIFIED	Disregards ethical responsibilities resulting in harm to client or others	0

LCSW Oral Examination Outline Content Area VI

LEGAL OBLIGATIONS

DESCRIPTION

This area assesses the candidate's ability to recognize and apply legal mandates to clinical practice.



DEFINITION

The candidate applies knowledge of legal obligations including scope of practice, privileged communication, confidentiality, reporting requirements, involuntary hospitalization, and misconduct.

*Task and knowledge statements derived from the occupational analysis:

TASKS KNOWLEDGE OF:

- Maintain boundaries with client by adhering to legal guidelines regarding sexual relations, contact, and conduct.
- ◆ Implement therapeutic techniques congruent with professional competence to provide services within scope of practice.
- Maintain client confidentiality by complying with legal guidelines regarding disclosure of privileged communication.
- Report known or suspected abuse or neglect of a child to initiate investigation by protective authorities.
- Report known or suspected abuse of a dependent adult client to initiate investigation by protective authorities.
- Evaluate client's level of danger to self or others to initiate protective involuntary hospitalization.

- ♦ Laws regarding sexual contact between therapist and client and other sexual misconduct by therapist.
- Laws which define the boundaries and scope of clinical practice.
- Laws regarding privileged communication to protect client's rights and privacy.
- ♦ The limits of confidentiality within the therapeutic framework.
- ♦ Reporting requirements regarding client's intent to harm others.
- ♦ Mandatory and discretionary reporting requirements regarding situations of suspected or known abuse.
- Legal criteria for determining situations requiring involuntary hospitalization.

SUMMARY OF STANDARDIZED QUESTIONS

The candidate will be asked to discuss legal obligations relevant to the case presented in the vignette

^{*}Not all tasks or knowledge areas will be tested in every candidate's oral examination. The areas teste will depend on the issues presented in the assigned vignette.

VIII. LEGAL OBLIGATIONS

RATING	DESCRIPTION OF CANDIDATE'S RESPONSE	POINTS
EXCEPTIONAL	 Demonstrates sophisticated knowledge of legal obligations Integrates legal obligations with treatment process 	5
SKILLED	 Presents a thorough analysis of legal obligations in the case Demonstrates a complete knowledge of legal obligations in clinical practice 	4
SUFFICIENT	 Manages legal obligations relevant to the case Demonstrates a sound knowledge of legal obligations 	3
DEFICIENT	 Identifies legal obligations unrelated to the case Demonstrates an incomplete understanding of legal obligations 	2
UNQUALIFIED	 Identifies mandatory legal obligations as discretionary Misapplies legal obligations Overlooks legal obligations 	1
VERY UNQUALIFIED	Disregards legal obligations resulting in harm to client or others	0

8. BOARD POLICIES

Eligibility

You must obtain a passing score on the written examination prior to the oral examination final filing date in order to be eligible to participate in the next oral examination cycle. Once you are notified that you are eligible to take the oral examination, you must participate in the oral examination within one year.

The Board considers your applicationabandoned if you fail to participate in the oral examination within one year after being notified of eligibility. This process is in accordance with the California Code of Regulations, Title 16, Section 1806. In the event of abandonment, you would be required to submit a new application and fee and meet all current requirements, if you are still interested in obtaining a license.

Incomplete Examination

Candidates who report to the oral examination must complete the examination. Withdrawal from the examination after it has commenced or failure to attempt to answer the examination questions will result in an "incomplete examination." An incomplete examination is considered nonparticipation and could affect a candidate's future eligibility. See the above section entitled "Eligibility" for more information.

No Show Policy

If you cannot attend the oral examination on the scheduled date, or if you withdraw from the examination after it has commenced (resulting in an incomplete examination), you will be considered **no show**. Eligible candidates must submit aRequest for Re-Examination with a reexamination fee by the next final filing date in order to participate in the next scheduled examination cycle.

Scheduling

Your oral examination will be scheduled at the location you specified on the Personal Data Card in your application packet. Your location preference is entered into a computer system that randomly and automatically performs examination scheduling.

The Board begins scheduling candidates for the oral examination two weeks after the oral examination's final filing date. If, after becoming eligible for the oral examination, you are not able to attend any of the scheduled examination dates, you must submit written notification to the Board no later than two weeks after the oral examination's final filing date. The Board may then apply your fee to the following oral examination cycle. Candidates who fail to participate in the examination once they have been scheduled shall forfeit their examination fee.

The date, time, and location of your oral examination cannot be changed.

The Board will only consider a candidate's request for a specific scheduled date for the following reasons:

- a) When your religious beliefs prohibit you from attending a scheduled examination date (before the final filing date, you must inform the Board of your request to be excluded from scheduling on a certain day or date); or,
- b) when a Board error initially prevented you from being scheduled.

Special Accommodations

The Board grants requests for special accommodations in accordance with the Americans with Disabilities Act of 1990. All examination locations are accessible to persons with disabilities. As stated in the pplication for State License as a Clinical Social Worker all requests and substantiating documentation must be submitted with a complete application (or a Request for Re-Examination) by the final filing date of the examination.

Requests for special accommodations must be submitted wi**each** *Application for State License as a Clinical Social Workeor Request for Re-Examination* in order to be considered.

Americans with Disabilities Act

The California Board of Behavioral Sciences does not discriminate on the basis of disability in employment or in the admission and access to its programs and activities. An Americans with Disabilities Act (ADA) Coordinator has been designated to coordinate and carry out this agency's compliance with the nondiscrimination requirements of Title II of the ADA. Information concerning the provisions of the ADA, and the rights provided thereunder, is available from the ADA Coordinator at the Board.

Notice of Admittance

A *Notice of Admittance* for the oral examination will be mailed to you no later than two weeks prior to the first scheduled oral examination date. You will be asked to present this notice when you register at the oral examination site on the day of your examination.

9. THE ORAL EXAMINATION PROCESS

What to Bring to the Examination

You must present official photographic identification, such as a DMV identification or license, and Notice of Admittance when you register at the examination site.

If you do not have official photographic identification, you will not be allowed to participate in the examination

Radios, cassette recorders, and study materials are not allowed in the registration or examination rooms. We ask that you not bring handbags, briefcases, and other large personal belongings into the examination room. If you bring large personal belongings into the examination room, you will be asked to place these belongings away from the examination table.

Candidates may bring a clipboard to assist with note-taking during the oral examination.

Arrival at the

When you arrive at the examination site, report to the registration room. **Examination Site** The registration room's name or number will be posted at the site.

> When you enter the registration room to sign in, you must present official photographic identification and youNotice of Admittance. If you have misplaced your *Notice of Admittance*, ask the proctor to confirm your appointment from a list of candidates provided by the Board.

If you do not arrive at your scheduled time listed on youNotice of Admittance, we may be unable to grant you admission to the examination

You will be provided with paper for taking notes during the examination. These notes will be retained by your examiners.

Examination Security and Confidentiality

Examination proctors will monitor the examination site to assist in maintaining the confidentiality of examination content.

When you register at the examination site, you will be required to sign an LCSW Oral Examination Confidentiality Agreement and Check-Out Form. This form contains information derived from Sections 123, 123.5, 496, and 584 of the Business and Professions Code which are presented in their entirety on pages 32-34 of this handbook.

Section 123 makes it a misdemeanor for any person to subvert or attempt to subvert any licensing examination or the administration of a licensing examination. Violation of this section will result in disqualification from the examination. A person found guilty of these actions is liable for the actual damages sustained by the Board, not to exceed \$10,000, and the costs of litigation. In addition, the Board may initiate administrative action to deny issuance of a license. An outline of the confidentiality agreement you are required to sign is presented on the following page.

ORAL EXAMINATION SECURITY/CONFIDENTIALITY

Oral examination candidates are required to sign an agreement based on Business and Professions Code Sections 123, 123.5, 496, and 584, which prohibit candidates from:

- permitting an impersonator to take the examination on behalf of the candidate:
- impersonating another person in order to take the examination on that person's behalf;
- communicating examination content to any person other than examination staff:
- reproducing examination materials or providing notes of examination content to other candidates or individuals associated with examination preparatory courses, seminars, or workshops; and,
- obstructing the administration of the examination.

Violation of the confidentiality agreement or any of the verbal directives of the test administrator may result in:

- disqualification from the examination;
- denial of a license; and/or,
- liability for the actual damages sustained by the Board, not to exceed ten thousand dollars (\$10,000), and the costs of litigation.

CALIFORNIA BUSINESS AND PROFESSIONS CODE

DIVISION 1, CHAPTER 1, SECTION 123:

It is a misdemeanor for any person to engage in any conduct which subverts or attempts to subvert any licensing examination or the administration of an examination, including, but not limited to:

- a) Conduct which violates the security of the examination materials; removing from the examination room any examination materials without authorization; the unauthorized reproduction by any means of any portion of the actual licensing examination; aiding by any means the unauthorized reproduction of any portion of the actual licensing examination; paying or using professional or paid examination-takers for the purpose of reconstructing any portion of the licensing examination; obtaining examination questions or other examination material, except by specific authorization either before, during, or after an examination; or using or purporting to use any examination questions or materials which were improperly removed or taken from any examination for the purpose of instructing or preparing any applicant for examination; or selling, distributing, buying, receiving, or having unauthorized possession of any portion of a future, current, or previously administered licensing examination.
- b) Communicating with any other candidate during the administration of a licensing examination; copying answers from another examinee or permitting one's answers to be copied by another examinee; having in one's possession during the administration of the licensing examination any books, equipment, notes, written or printed materials, or data of any kind, other than the examination materials distributed, or otherwise authorized to be in one's possession during the examination; or impersonating any examinee or having an impersonator take the licensing examination on one's behalf.

Nothing in this section shall preclude prosecution under the authority provided for in any other provision of law.

In addition to any other penalties, a person found guilty of violating this section, shall be liable for the actual damages sustained by the agency administering the examination not to exceed ten thousand dollars (\$10,000) and the costs of litigation.

c) If any provision of this section or the application thereof to any person or circumstances is held invalid, that invalidity shall not affect other provisions or applications of the section that can be given effect without the invalid provision or application, and to this end the provisions of this section are severable.

CALIFORNIA BUSINESS AND PROFESSIONS CODE (CONTINUED)

DIVISION1, CHAPTER1, SECTION123.5:

Whenever any person has engaged, or is about to engage, in any acts or practices which constitute, or will constitute, a violation of Section 123, the superior court in and for the county wherein acts or practices takes place, or are about to take place, may issue an injunction, or other appropriate order, restraining such conduct on application of a board, the Attorney General or the district attorney of the county.

The proceedings under this section shall be governed by Chapter 3 (commencing with Section 525) of Title 7 of Part 2 of the Code of Civil Procedure.

The remedy provided for by this section shall be in addition to, and not a limitation on, the authority provided for in any other provision of law.

DIVISION 1.5, CHAPTER 5, SECTION 496:

A board may deny, suspend, revoke, or otherwise restrict a license on the ground that an applicant or licensee has violated Section 123 pertaining to subversion of licensing examinations.

DIVISION2, CHAPTER1, ARTICLE4, SECTION584:

No person shall violate the security of any examination, as defined in subdivision (a) of Section 12 or impersonate, attempt to impersonate, or solicit the impersonation of, another in any examination a license, certificate, or registration to practice as provided in this division, the Osteopathic Initiati Act, or the Chiropractic Initiative Act, or under any other law providing for the regulation of any c system or method of treating the sick or afflicted in this state.

Assignment to an Examination Panel

The proctors will assign you to an panel of two oral examiners as soon as a panel becomes available. Examiners are prohibited from examining any individual they know. If an examiner recognizes you, you will be returned to the registration room and assigned to another panel. Every attempt will be made to ensure that you are reassigned within a reasonable amount of time. Conversely, if you recognize a member of the examining panel, request examination by a different panel before the examination begins.

If you are being re-examined, you are advised to refrain from mentioning participation in previous oral examinations. If you inadvertently mention previous participation in an oral examination once the examination questions have commenced, you will be reassigned to a different panel.

Oral examiners are trained to present a pleasant, business-like demeanor to candidates. Candidates are to refrain from mentioning any personal information to their examiners.

Commencement of the **Examination**

You will be escorted from the registration room to the examination room by one of the members of your examining panel who will introduce you to the other member. If you have brought any large personal belongings such as a briefcase or a handbag into the examination room, you will be asked to place these belongings away from the examination table.

The introductions will be tape recorded and will signify the commencement of the oral examination. Upon completion of the introductions, the tape recorder will be stopped and tested to ensure that it is in proper working condition.

Standardized Questions

The Vignette and You will be asked to read the vignette aloud in the presence of the examining panel. If the examiners believe that you have misread the vignette, they may ask you to reread it. You will then have seven minutes to review the vignette and take notes. At the conclusion of the seven minute period, the panel will begin to ask the set of standardized questions.

Check-Out

At the end of the examination, you must complete the CSW Oral Examination Confidentiality Agreement and Check-Out FormBy signing this form you acknowledge full understanding of your responsibility to maintain the security and confidentiality of the oral examination.

The LCSW Oral Examination Confidentiality Agreement and Check-Out Form must be returned to the proctors at a designated location after you have finished the examination. You may be asked to fill out a questionnaire which provides the Board with your anonymous feedback about the examination. Completion of this questionnaire is voluntary.

10. AFTER THE ORAL EXAMINATION

Notification of Results

The Board will make every effort to notify you of your test results within six weeks of the last scheduled oral examination date. During this period, the examination will be scored and evaluated by the Department of Consumer Affairs' Office of Examination Resources. The scores are entered into a computer system which produces the notifications of pass, failure, no-show, or abandonment of application. The notification of failure letter provides a breakdown of the candidate's score in each content area as well as the overall score.

If you have**not** received your results after seven weeks from the last scheduled oral examination date, write a letter to the Board to request a duplicate copy of your examination results. Your correspondence should include your name, address, and Board file number.

Examination results are confidential and will not be released over the telephone

Change of Address

If you change your mailing address, you must send a change of address form to notify the Board. Allow 30 days for the change to take effect. The Board discourages requests for changes of address over the telephone, and is not responsible for any changes made over the telephone.

If You Pass the Examination

An initial license fee is required prior to issuance of a license. Examination results will include information regarding the initial license fee. This fee will not exceed \$155.00 and will be prorated and established according to the issuance and expiration date of your license. The initial license fee will not exceed \$100.00 for licenses issued on or after July 1, 1998.

Title 16, California Code of Regulations section 1806(d) states that an application shall be deemed abandoned if the applicant fails to pay the initial license fee within one year after notification by the Board of successful completion of examination requirements. An application submitted subsequent to the abandonment of a prior application shall be treated as a new application.

If You Fail the Examination

If you fail the examination, you may wish to submitRequest for Re-Examination and submit the required re-examination fee by the final filing date published by the Board. You must retake the examination within one year of failing a previous examination or your application will be considered abandoned.

The Board begins scheduling candidates for the oral examination two weeks after the oral examination's final filing date. If, after submitting your *Request for Re-Examination*, you are not able to attend any of the scheduled examination dates, you must submit written notification to the Board no later than two weeks after the oral examination's final filing date. The Board may then apply your fee to the following oral examination cycle. Candidates who fail to participate in the examination once they have been scheduled shall forfeit their examination fee.

Examination Appeals

Title 16 of the California Code of Regulations, Section 1815 (presented in its entirety on page 41) specifies the requirements for appealing the results of an oral examination. All candidates appealing an oral examination will be notified of the outcome of their appeal approximately 60 days after the appeal deadline. Depending on the outcome of the appeal, the reexamination fee may be refunded. Chapter 11 of this handbook answers commonly asked questions about the appeal process.

Review of Audiotape

A request to review the audiotape recording of your oral examination must be received in writing and must be accompanied by the appeal fee. A form will be provided for your use in submitting your appeal request. If you choose **not** to file an appeal after hearing the audiotape, the fee **isot** refundable.

Directions to the Board's Office

The review of the audiotape recording of your oral examination shall take place in Sacramento. Directions to the Board's office are provided on the following page.

ORAL EXAMINATION APPEALS CALIFORNIA CODE OF REGULATIONS TITLE 16. SECTION 1815

- a) Any person who fails the oral examination may appeal such failure to the board upon payment of the fee prescribed by statute for rescoring the examination. The bases for an appeal shall be examiner misconduct, which means prejudice or bias evidenced by the statements and/or actions of an examiner, and/or examiner error regarding the competence of the examinee which negatively affects the outcome c the examination.
- b) All appeals and supporting documentation must be filed with the board within 30 days from the date on which the results of the examination were mailed. An appear shall be in writing and the applicant shall set forth the ground for appeal and all of the specific facts or circumstances which constitute the basis for the appeal and how those facts or circumstances demonstrate examiner misconduct or error.
- c) In order to aid in the filing of an appeal, an examinee may review the tape recording of his or her examination within the 30-day period provided in subsection (b) above. The examinee may take written notes but shall not make or be permitted to make any reproduction of the tape. Such review shall occur only one time and shall be no longer than one hour in length. It shall take place in the board office at the time designated by the executive officer. Except as provided herein, examination materials shall not be released to or reviewed by any examinee.
- d) In order to be eligible for re-examination at the next scheduled examination, an applicant who is awaiting the results of an appeal must file an application for re-examination, together with a fee therefor, on or before the final filing date for that examination.
- e) An examinee will be notified in writing of the results of the appeal. In acting on appeals the board may take such action as it deems appropriate, including issuance of a license where the board determines that the examinee has demonstrated the required competence.

11. QUESTIONS AND ANSWERS ABOUT ORAL EXAMINATION APPEALS

Question: When is my appeal due to the Board and what is the appeal fee?

Answer: According to Title 16, California Code of Regulations, Section 1815, oral

examination appeals and supporting documentation must be filed with the Board

within 30 days from the date the results of the examination were mailed.

Appeals and supporting documentation postmarked after the 30-day period will **not** be accepted unless proof is provided that the results were mailed within 30 days from the date on which the examination results were mailed. Appeals

received without the \$100.00 appeal fee willot be processed.

Question: What is the procedure for reviewing the audiotape recording of the

oral examination?

Answer: Complete Part 1 of the *Request for Appeal of Oral Examination* form and submit

this written request to the Board at 400 R Street, Suite 3150, Sacramento, CA 95814-6240. Your appeal fee must accompany your written request. Requests will

not be taken by telephone.

Question: How will my audiotape review appointment be scheduled?

Answer: Upon receipt of the appeal fee and written request to review the audiotape, a

Board representative will contact you by telephone to schedule a date and time. Audiotape reviews are scheduled on a first come first served basis, so you are encouraged to submit your request as soon as possible. Audiotape reviews are scheduled in one hour increments. If you arrive late for your appointment you will

only be allowed the remaining time in your scheduled time slot to review the

audiotape.

Question: May I bring someone with me to review the audiotape?

Answer: To safeguard examination security, no individuals (friend, supervisor, colleague,

husband/wife, friend, etc.) other than the candidate and a Board representative may be present at the time the audiotape is reviewed, with the sole exception of those candidates requesting the presence of their legal counsel. A written request for accompaniment by legal counsel must be received by the Board prior to the scheduled appointment to listen to the tape. The request must include the attorney's name, California State Bar license number, and a statement that the attorney is **neither** licensed by the Board nor as a psychologist, psychiatrist, or

psychotherapist.

Question: May I bring a tape recorder to my audiotape review?

Answer: No. To safeguard examination security, reproduction of an examination in any

form is prohibited. Candidates are also limited to taking notes regarding their answers and are**not** allowed to document any aspect of the examination verbatim. The Board representative may review notes taken by a candidate to ensure that no

confidential examination material has been transcribed.

Question: Am I required to review my audiotape in order to file an appeal?

Answer: No. The opportunity to review your audiotape is providednly as an aid in the

filing of an appeal, and will only be scheduled within 30 days from the date on

which the results of the examination were mailed.

Question: In what format should the appeal be?

Answer: If you do not pass the oral examination, you will receive an appeal request form

with your failure notice for your use in filing the appeal. While there is no required format for appeals, your must identify examples of the basis of the appeal, i.e., examiner misconduct, defined as prejudice or bias as evidenced by the statements and/or actions of an examiner, and/or examiner error regarding the competence of the examinee which negatively affected the outcome of the examination. You must also set forth the ground for appeal and all of the specific facts or circumstances which constitute the basis for the appeal and how those facts or circumstances

demonstrate examiner misconduct or error.

To assist in the decision to file an appeal, candidates may review the oral examination outline and evaluation system information provided in this handbook. This information will assist candidates in evaluating whether their responses could have resulted in ratings below Sufficient. This information may also assist candidates in writing their letter of appeal. For example, it may assist in documenting why a rating of Sufficient should have been received in an area in which the candidate was rated below Sufficient.

Chapter 11: Questions and Answers About Oral Examination Appeals

Documents not related to the examination (i.e., letters of recommendation, supervisor's statements, resumes, work experience) without be considered during the examination appeal review.

Question: When will I know the results of my appeal? What happens when the

original results of my oral examination are upheld or my appeal is

granted?

Answer: Examination appeal results are mailed approximately 60 days after the appeal

deadline. If you have submitted an appeal, you are encouraged to prepare for the next oral examination, as your appeal may be denied. Candidates who would like to participate in the next oral examination must complete and submiRaquest for

Re-Examination form along with the correct fee by the final filing date.

If the original results of your examination are upheld, you will receive a letter stating that your appeal has been denied. While the Board's letter notifying you of the results of the appeal review will not specifically address individual points raised in your appeal letter, all will be taken into consideration at the time the review is performed. No additional information will be given regarding your examination or appeal results.

If your appeal is granted, you will be notified by a letter which will include information regarding the initial license fee. This fee will not exceed \$155.00 and will be prorated and established according to the issuance and expiration date of your license. The initial license fee will not exceed \$100.00 for licenses issued on or after July 1, 1998. Your re-examination fee, if submitted, will be reimbursed.

